

Art & Design New Curriculum

- **Introductions** – place and perspective
- **An opportunity to reflect** and discuss new curriculum
- **The new NC for Art & Design**
- **Art & design Curriculum Audit**
- **Curriculum Content and Planning**
- **Towards Assessment**
- **Summary**

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, **exploring their ideas and recording their experiences**
- **become proficient** in drawing, painting, sculpture and other art, craft and design techniques
- **evaluate and analyse** creative works using the language of art, craft and design
- **know about** great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Subject content

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Subject content

Key stage 2

Pupils should be taught:

- to develop their techniques, including their control and their use of materials, **with creativity, experimentation** and an **increasing awareness of different kinds of art, craft and design.**
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history. (*Crafts people?*)

In Summary:

Key stage 1

Develop creative and imaginative ideas, use a range of materials and techniques. Learn about the world of art, craft and design

Key stage 2

Use sketchbooks for ideas and observations. Experiment creatively with materials, improve technical skills. Learn more about great historic visual arts.

Art & Design Audit (A&D Audit Tool Document – DfE EAG)

To develop a view of your understanding, skills and provision

- **Principles**
(the unique contribution art, craft and design makes to general education)
- **Curriculum**
(knowing what: knowing how: knowing why)
- **Pedagogy**
(how to learn: how to support learning)
- **Assessment**
(how to evaluate the process and outcomes of learning)
- **Management**
(how to evaluate provision and effectiveness of teaching)

New NC Art, Craft & Design - Strands

- **Designing and Developing ideas**
- **Making art, craft and design**
- **Knowing, Understanding and Evaluating**

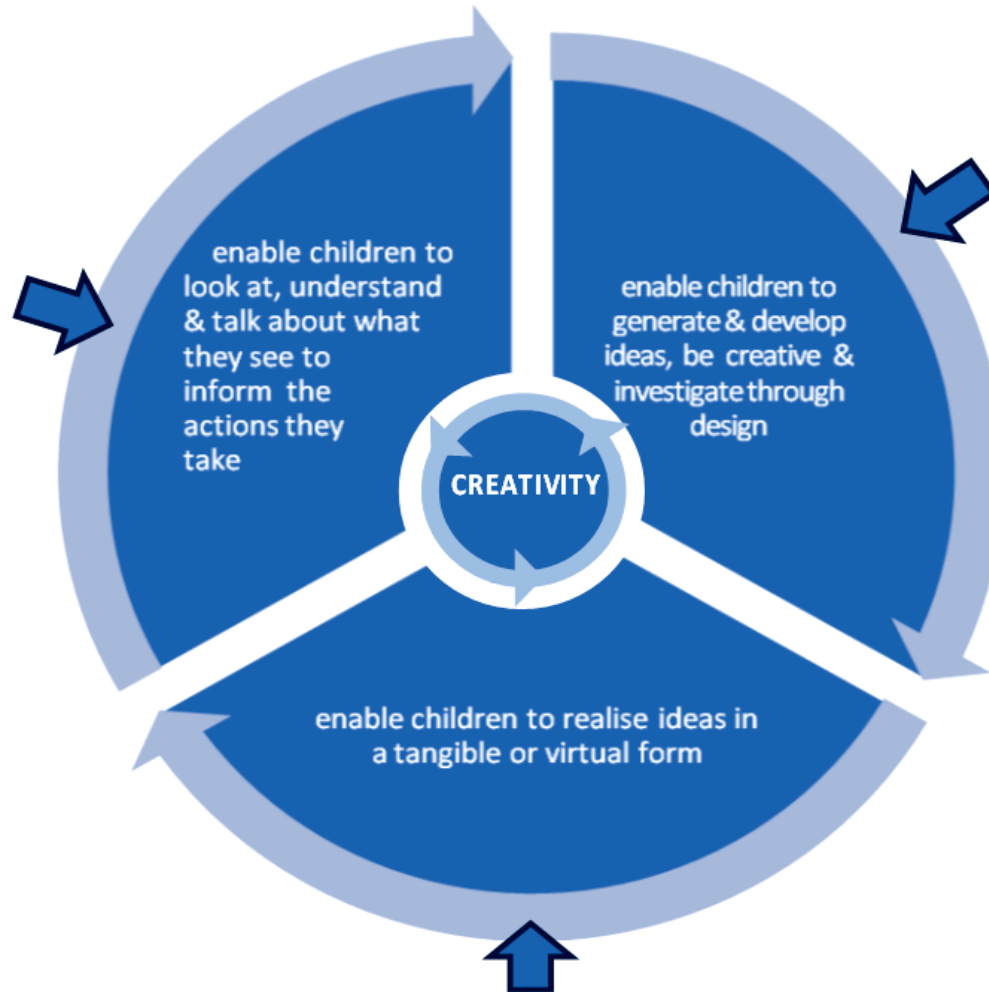
How might we apply the New Curriculum:

- produce creative work, **exploring their ideas and recording their experiences**
- **become proficient** in drawing, painting, sculpture and other art, craft and design techniques
- **know about** great artists, craft makers and designers, and understand the historical and cultural development of their art forms.
- **evaluate and analyse** creative works using the language of art, craft and design

Conceptual Framework

Knowledge and evaluation, understanding,

literate, speaking, listening, knowledge, evaluate, critical thinking, technical, making meaning and making connections, artist, maker, designer, historic, contemporary, artefact, spiritual, moral, social, and cultural dimensions

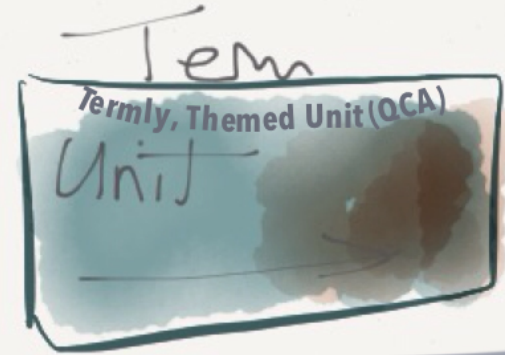
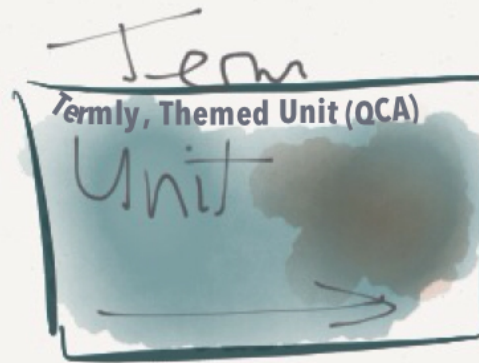
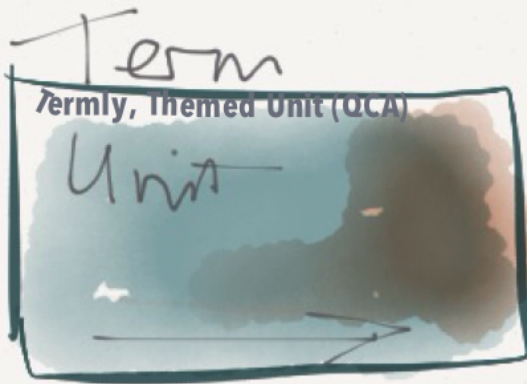


Design & develop ideas,

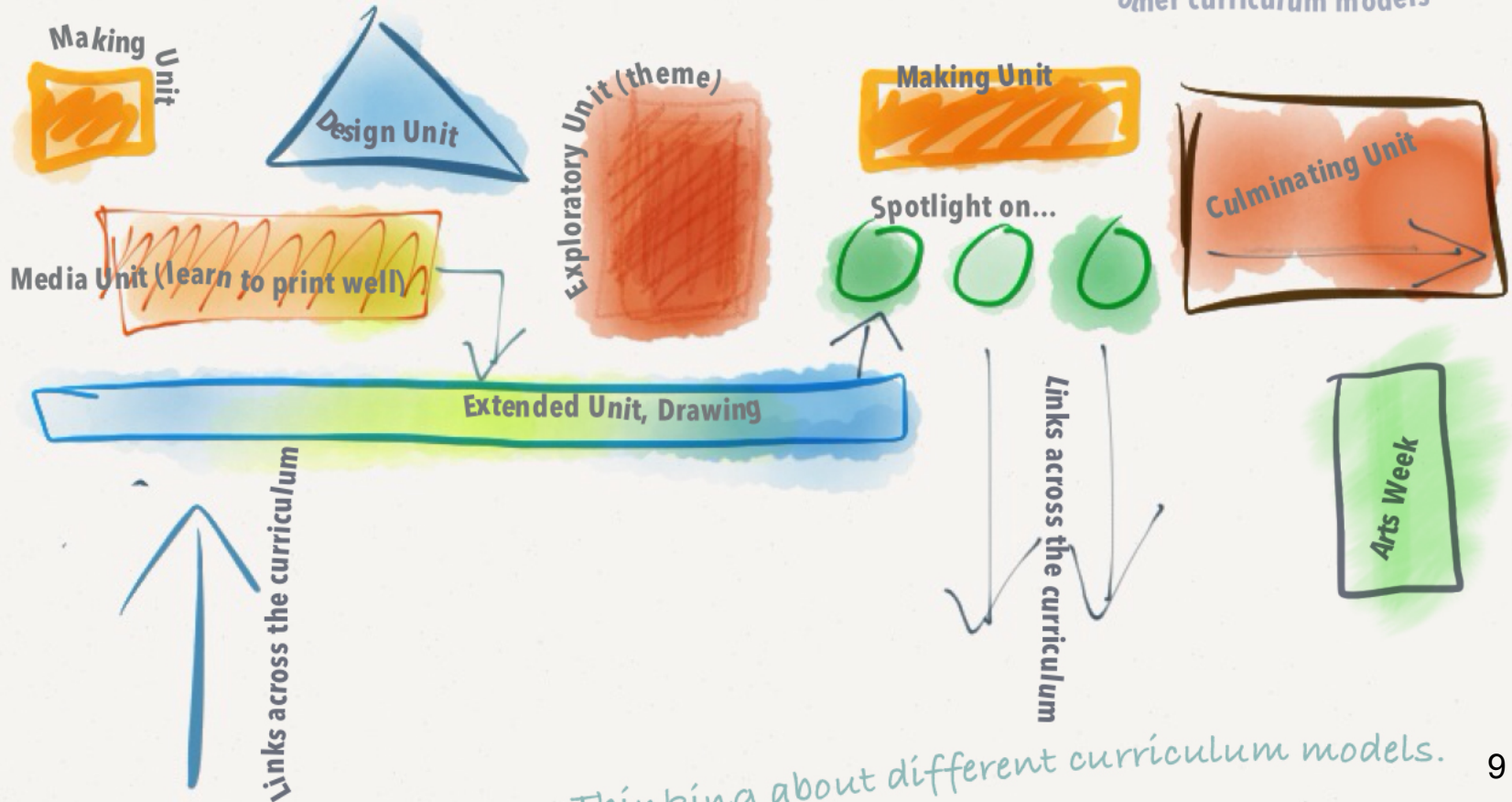
imagine, investigate, explore, research, enquire, experiment, analyse, think, visualise, select and organise, test, evaluate, synthesize, innovate and think creatively.

Making and developing skills, competency, beauty, express, interact, model, purposeful, investigate, enjoy, vocation, recreation, product, outcome, process, properties, exploit, materials, media and techniques.

Orthodoxy since 1999



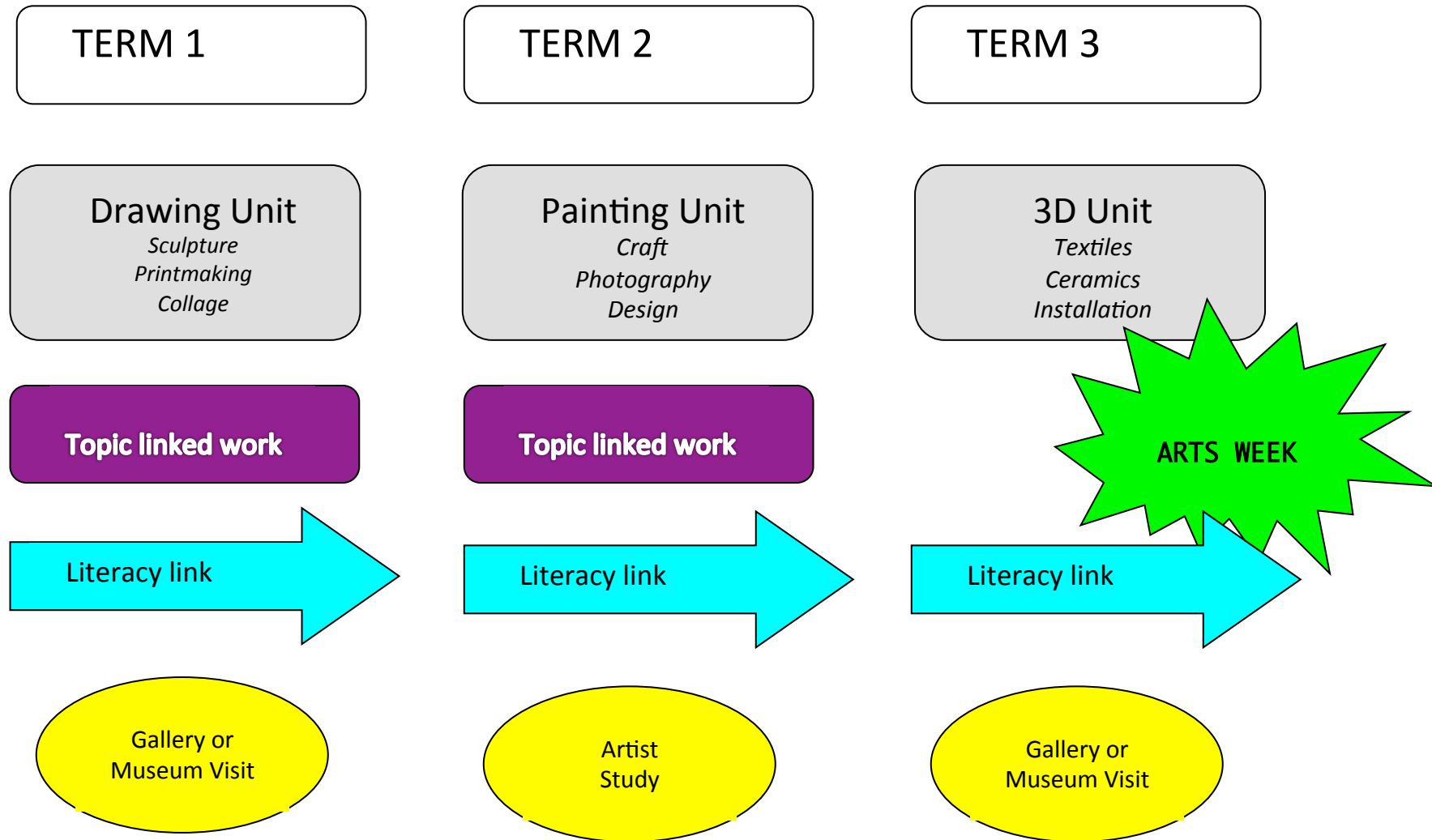
other curriculum models



Thinking about different curriculum models.

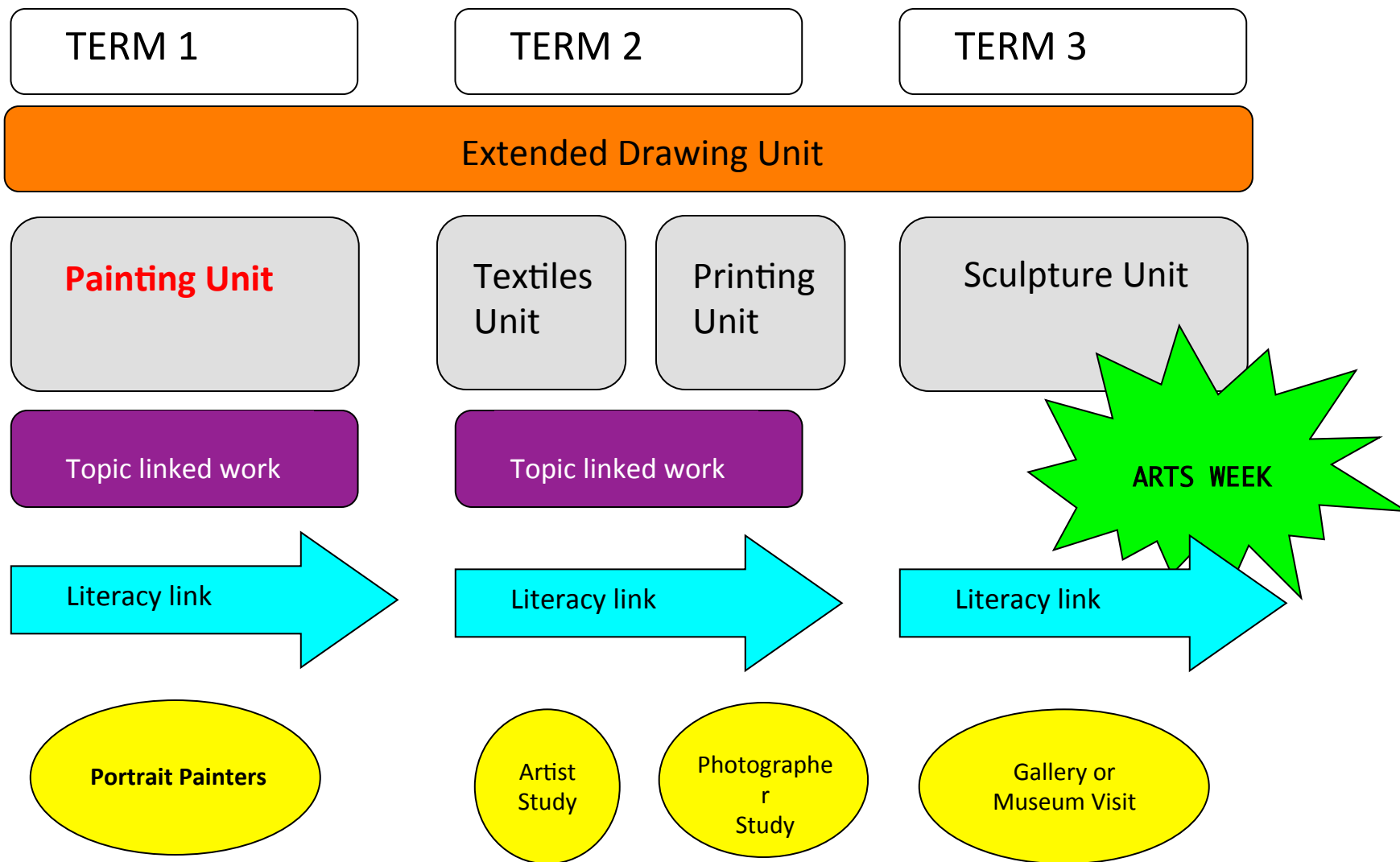
How We Might Apply the New Curriculum?

Curriculum construction:



How We Might Apply the New Curriculum?

Curriculum construction





www.nsead.org

Curriculum Resources

The National Curriculum in England. Art and Design.

New Curriculum Resources for Art & Design:

http://www.nsead.org/curriculum-resources/nc_england.aspx

Construct an art curriculum is school to suit the individual school needs

Key Stage 1

Pupils should be taught:

- to use drawing, **painting** and sculpture to develop and share their ideas, experiences and imagination

- **colour** mixing to match and create colours, convey ideas and intentions;
- **painting** and creating colour by learning how to mix and apply paint in different ways to match and to make new colours - using water based paint and other wet and dry media to explore wash, strokes, layers, blending, splash, drip - using a range of media e.g. watercolour, tempera (block and ready-mix), ink, PVA and additives such as salt, sawdust, sand and collage materials, and including any natural products e.g. beetroot juice and natural dyes – using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, sponge rollers, spatulas and invented painting tools made from found and selected resources;

Key Stage 2

Pupils should be taught:

- **to improve their mastery of art and design techniques, including drawing, **painting** and sculpture with a range of materials**

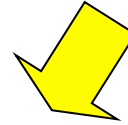
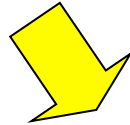
painting increasingly controlling colour, tint, tone and shade by learning how to mix and apply paint in different ways to match and to make new colours - using a range of wet and dry media to explore wash, transparency, marks and strokes, layers, blending, splash, drip and dribble, scumble etc - using e.g. watercolour, tempera (block/ready-mix), ink, acrylic, PVA and additives such as salt, sawdust, sand and collage materials, and including any natural products e.g. beetroot juice and natural dyes – using a variety of tools e.g. different types of brush, sponge, fingers, hands, sticks, rollers, palette knives, spatulas and invented painting tools made from found and selected resources;

How We Might Apply the New Curriculum?

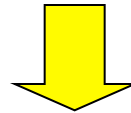
Structuring a unit of work content at Poplar Primary School

Learning how to use media, tools
and techniques

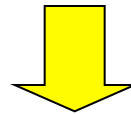
Learning the language and history
and work of a range of art and
artists



Combine knowledge, media and techniques in
teacher directed ways in order to achieve planned
for learning

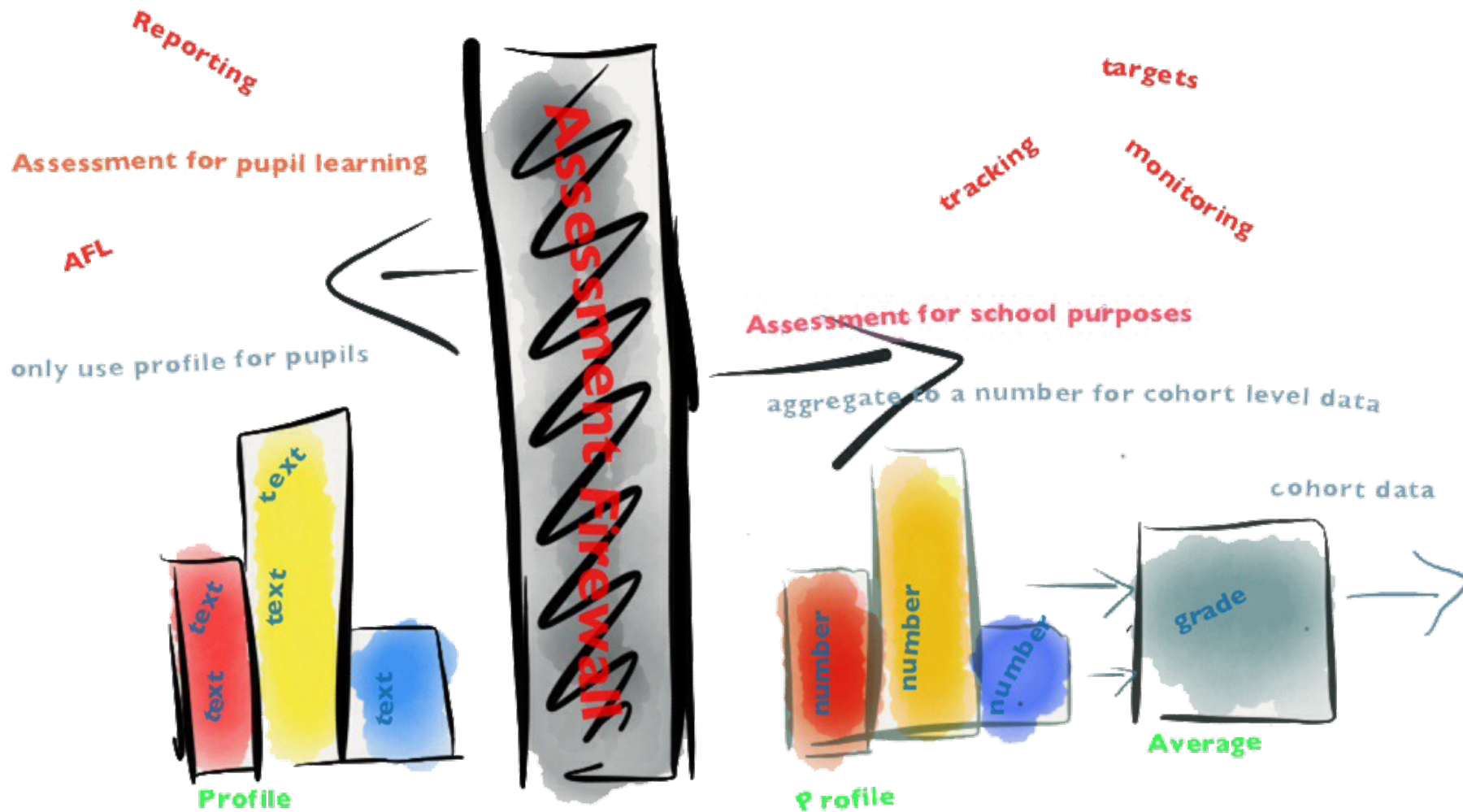


Develop own ideas for experimenting with media, tools and techniques
Developing own work from a stimulus
Becoming independent and developing own aims



Assessment of own work
Assessment of others' work
Link between own work and work of other children
Link between own work and work of artists

Assessment Firewall



Assessment for Art, Craft and Design

Developing ideas for assessment - Modelling stages and linked to strands and assessment thinking

Stages	Strands	Summative assessment contains the following :	Formative assessment is evident through:	Evidence of process and content
Early Years <ul style="list-style-type: none"> Mark and scribble (1-3) & Preschematic (3-6) 	Foundation Stage <ul style="list-style-type: none"> Expressive arts and design + Communication and language + Understanding of the world + Physical development 	<ul style="list-style-type: none"> Assessment profile of years between 2 and 4, and when they turn 5. EYFS practitioners' observations. 	<ul style="list-style-type: none"> Verbal feedback in activities/lessons, linked to observations and collection/tracking of evidence and assessments. 	<ul style="list-style-type: none"> Engagement with activities Artefacts and artworks
KS1 <ul style="list-style-type: none"> Schematic (5-6) <i>Repertoire of signs and symbols to organise and represent the world and experiences</i> 	<ul style="list-style-type: none"> Designing & Developing ideas Knowing, Understanding & Evaluating Making art, craft & design 	<ul style="list-style-type: none"> Teachers keep records of effort, attitude, interest, skill and ability to learn and apply. Particular strengths. Written report to parents. 	<ul style="list-style-type: none"> Verbal feedback in lessons, linked to observation. Verbal feedback to parents on development, attitude, effort and interest or skills. 	<ul style="list-style-type: none"> Engagement with teacher led activities Make artefacts and artworks Mix of 2D and 3D evidence
KS2 – Y3-4 <ul style="list-style-type: none"> Dawning Realism (7-9) KS2 – Y5-6 <ul style="list-style-type: none"> Dawning Realism (7-9) Pseudo-Naturalistic Stage-(10-13 years old) 	<ul style="list-style-type: none"> Designing & Developing ideas Knowing, Understanding & Evaluating Making art, craft & design 	<ul style="list-style-type: none"> Teachers keep records of effort, attitude, interest, skill and ability to learn and apply. Particular strengths and possible areas for devt./ improvement. Readiness for secondary school – assessment. Written report to parents on strengths. 	<ul style="list-style-type: none"> Verbal feedback in lessons, linked to observation and recommendations. Verbal feedback on progress against outcomes throughout a project, successful actions on areas for improvement 	<ul style="list-style-type: none"> Engagement with teacher led activities Make artefacts and artworks Mix of 2D and 3D evidence

Assessment

Assessment and Progression in Art & Design 2014

Draft v.3 Feb 11th 2014

Developed for the Art & Design Expert Group

Key Concepts/Strands		MAKE	GENERATE IDEAS	EVALUATE	KNOWLEDGE
Key Stage	Devt. Step	Making Art, Craft & Design To engage in varied making processes, pupils:	Designing & Developing Ideas To investigate, design and develop ideas, pupils:	Understanding & Evaluating To increase their understanding and thinking, pupils:	Acquiring and applying Knowledge to inform progress To improve their exploration, research, designing and making pupils:
Year					
Focus					

- NSEAD – Art & Design Expert Group
- *DRAFT DOCUMENT* – due to be refined and added to resources shortly.
- Matching curriculum content to assessment opportunities through the strands
- Opportunity to assess pupils at 3 ‘levels’ against curriculum content:
 - E** = Emerging understanding, ability/competencies
 - S** = Secure to achieve broadly in line with expectations
 - C** = Confident in all or most aspects and working slightly above expectation
- In light of the new NC context think about how assessment opportunities may arise and how existing school procedures may influence these.

New Curriculum for Art, Craft and Design

Reflection:

The new NC art Aims is the conceptual framework

- should be used to inform assessment, and planning
- you don't have to change, but you can.
- review the existing provision and build on the strengths
- enjoy the freedom to be inventive in delivery
- capitalise on strengths matching content to your children's, and your teachers' experience and interests.
- curriculum, content and delivery no longer defined by Government.
- schools will have to define, & assess, progress themselves
- focus on teaching, progress and assessment
- Sept 14 is not a deadline - take your time in planning & development

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